

# Olympian High School

## Purposeful Reading Strategies The Habits of Proficient Readers

### Pre Reading Strategies:

- Previewing
- Skimming
- Predicting

- relate to prior knowledge
- preview publishing information
- preview external features
- make inferences/predict text topic, author's purpose and argument about topic

### During the First Reading Strategies: (Getting the sense of the content)

- set a purpose for reading: plan what to find/what steps to take
- annotate
  - text parts and their functions (text structure)
  - confusing passages
  - unknown vocabulary words
  - key terms/concepts/main ideas
  - write questions/comment in margins

### Re-Reading Strategies: (Reading for understanding, analysis and evaluation)

- reread for specific purpose(s)
- chart text organization/structure
- confirm key concepts and main ideas
- check/verify predictions
- find answers to posed questions
- summarize
- analyze and evaluate the author's argument

Adopted from Dr. Kate Kinsella, SF State. Qtd in Social Studies Reading Strategies. Upper Saddle River, N.J.: Globe Fearon 2001. T7; and from Grabe, William and Fredericka Stoller. *Teaching and Researching Reading*. Longman: Harlow, England, 2002.

## OHS Academic Literacy Plan Steps for Pre-Reading

*Directions: All the items below should be noted on the text you are reading. If you don't find something, label it like this: "Author not found." That way, the teacher knows you knew to look for it, but it simply isn't available.*

1. Find the title and annotate it. Are there any interesting clues in the title?
2. Find the author and annotate his or her name. Is there anything that the author's name helps you to know?
3. Look for clues that indicate the genre of this text. Label it and highlight the clues and note them.
4. Look for the visuals and label them. Do the visuals have titles and authors? What do they help you know?
5. Is there any biographical information or background information? Label it. What does it help you know about the text?
6. Is there any publication information? Label it. What does it tell you about the text and the credibility of the text?
7. Read and scan enough to discover the topic of this text. Label it.
8. Are there any headnotes? What do they help you to know?
9. Are there any footnotes? What do they help you to know?
10. How is the text divided up? Stanzas? Paragraphs? Are there any headings or subheadings? Label them.
11. In the margin, make a prediction about this text.
12. Number the paragraphs of the text.



### College Readiness Skills

*Skills you will be asked to use in college and in a career.*

**Describe**—relate the quantitative and qualitative features of an observable object/person/event.

**Summary**—condense a text into the most important, main ideas.

**Relate and apply**—take something you already know and use that understanding to accomplish a new task.

**Analyze**—break something down into small, observable pieces and examine them to find new insight.

**Synthesize**—bring together seemingly unrelated things and create a unified whole in order to gain and/or express insight.

**Evaluate**—judge something based on a set of important criteria.



## **Habits of Mind**

**Habits successful students have learned to do automatically.**

**Intellectual Perseverance**—never give up; when school gets difficult, keep trying; be positive even when you do not want to be; when you have a bad day, tell yourself that tomorrow will be better; struggle with your schoolwork, ask for help, go to tutoring, retake tests when you need to; keep going!

**Intellectual Curiosity**—find the world interesting; ask yourself questions; examine things; follow your ideas through; be interested in what others have to say; allow that other people's opinions and ideas might be possible; find the wonder in life!

**Metacognition**—think about your own thinking; how did you solve the problem? What steps do you need to take to improve? Why didn't you do well on the test? How does thinking work? What is thinking, anyway? What do you believe in?